

**La Grange Elementary School Council  
Oldham County Schools  
A G E N D A**

**December 14, 2020**

- I. Call to Order
- II. Agenda Approval
- III. Review Norms
  - Council discussions stay within the group until the action item has been approved by the Council
  - Start on time and end on time
  - Maintain a focus on ensuring the learning of all students
  - Be willing to share ideas and open to new learning
- IV. Council Action Items
  - A. Policy Review:2002 (Enclosure A)
  - B. Extra Curricular Positions
  - C. CSIP
- V. Principal's Report
  - A. Asbestos Notification

**La Grange Elementary School-Based Decision Making Council**

## **Minutes**

**October 26, 2020**

The La Grange Elementary School Council met in regular session in the Library/Media Center at LaGrange Elementary with the following members in attendance: Jessie Gray - Teacher Rep, Matthew Butterfield – Teacher Rep, Ashley Phenix – Parent Rep, Kiley Walker – Parent Rep and Heather Thomas - Chair. Jessica Galati – Teacher Rep. attended the meeting virtually. There was also one guest in attendance, Nancy Valencia De Morgan. Mrs. Thomas called the meeting to order at 2:46 pm.

1. A motion was made by Ashley Phenix to accept the minutes as read. Jessie Gray seconded and the motion carried with no opposition.
2. Mrs. Thomas reviewed one SBDM policy. Policy 4004 – Promotion, Retention & Extension of Primary School. She explained what the policy means and what revisions she would recommend. After discussion and revisions, a motion was made by Jessica Galati to accept the revised policy as written. Kiley Walker seconded the motion and the motion carried with no opposition.
3. Mrs. Thomas explained the Impact Survey and Principal Reflection. The Impact Survey used to be known as the Tell Survey. Mrs. Thomas explained that this survey is something that certified teachers complete regarding the working condition of the building. It is given every two year. Mrs. Thomas gave an overview of how in depth you can go regarding any question given. Matthew Butterfield also expounded on the Impact Survey
4. Mrs. Thomas also shared what her growth goals are for the 2020-2021 school year

With no further business to discuss, Kiley Walker made a motion to adjourn. Jessie Gray seconded.

Meeting was adjourned at 3:21 pm

**La Grange Elementary  
School-Based Decision Making Council  
Minutes  
October 29, 2020**

The La Grange Elementary School Council met in a special-called session in the library of La Grange Elementary School with the following members in attendance: Ashley Phenix (parent), Jessie Gray (teacher) and Heather Thomas, chair, called the meeting to order.

1. The meeting was called to order at 7:10 am.
2. The Council reviewed and approved the agenda.
3. The Council entered into closed session to discuss certified personnel selection as provided by KRS 61.810 (1)(f) at 8:02 am.
5. The Council resumed open session at 7:20 am, and, having no further business, adjourned.

December 14, 2020

Enclosure A

La Grange Elementary School Council  
Oldham County Schools

CONCERN:

The phrase *council policies* refer to what the school council develops and adopts concerning how the school operates. This includes such items as curriculum development, determining school schedules and technology use in schools. Policies are the rules, guidelines and procedures for school operations.

DISCUSSION:

School council policies need to contribute to raising student performance and keep a focus on achieving our mission and goals. As our goals and procedures evolve, the council needs to review our policies to determine if and how they need to be revised.

RECOMMENDATION:

Discuss council policy 2002 as presented, make revisions, ask questions and seek additional information if needed.

LAGRANGE ELEMENTARY SCHOOL COUNCIL POLICY

**SELECTION OF TEXTBOOKS AND/OR INSTRUCTIONAL ALIGNMENT MATERIALS**

**2002**

TOPICS	STATEMENT
a) Instructional Materials	Instructional materials shall mean commercial materials, media, and software used by teachers to deliver instruction.
b) Committee	<p>A committee shall develop a plan for the acquisition of textbooks and/or instructional materials utilizing the allocation provided to the school from the state of Kentucky and the district.</p> <p>The committee shall make recommendations and report to the Council. The school librarian/media specialist could assist in the development of the recommendations. The recommendations shall be developed with a focus on the overall needs of the instructional program. Selection of materials shall be based on the alignment of the selected school curriculum and upon needs identified in the School Improvement Plan. The committee shall also submit the written plan for the utilization of the textbook allocation to the Council for approval.</p> <p>The committee shall be responsible for:</p> <ol style="list-style-type: none"> <li>1. Surveying the teachers to determine their instructional material needs and preferences.</li> <li>2. Studying textbook/instructional material samples and identifying and selecting a list of textbooks and/or instructional materials to be used in the instructional program.</li> <li>3. Developing a written plan, based on the appropriations made available to the school for texts and/or instructional materials that specifies the utilization of the resources over the six year adoption cycle.</li> </ol>
c) Budget	The appropriations for textbooks and/or instructional materials will be set by the Board of Education. The budget developed by the committee shall not exceed the appropriations. The Council shall approve the budget and the selection of materials. The Council shall confer with the librarian/media specialist prior to the approval of the plan for the utilization of the textbook/instructional material allocation.
d) Procurement	The Principal and his/her staff shall be responsible for ordering, receiving, and approving payment for the textbooks and/or instructional materials.

Adopted – La Grange Elementary School School-Based Decision Making Council – April 30, 1997;  
 Revised July 8, 1997; March 16, 1999; April 18, 2000; September 26, 2000; September 25, 2001;  
 March 27, 2006; August 1, 2007; June 30, 2011; August 27, 2013, September 2018, December 14, 2020

December 14, 2020

La Grange Elementary School Council  
Oldham County Schools

CONCERN:

Several years ago, our council approved a plan that created an equal opportunity for all staff to receive a stipend for extracurricular participation and leadership. Stipends are available for staff who meet one of the following three expectations: 1) the staff members serve on three or more clubs, 2) the club selected involves multiple weekend events or 3) the staff members serves as a director of a club that is active for an extensive portion of the school year. However with Covid 19, we need to reexamine our policy for a one-year exception.

DISCUSSION:

The council needs to review the following extra-curricular descriptors and approve Melinda Hadley, as Yearbook Coordinator.

RECOMMENDATION:

Review the recommendation to approve or make additional changes.

December 14, 2020  
Enclosure B

La Grange Elementary School Council  
Oldham County Schools

CONCERN: Review 2020-21 CSIP

DISCUSSION: The CSIP is an action plan (goals, objectives, strategies and activities) that serve as a guide in school improvement. There are additional components that are part of our school improvement plan, like the Executive Summary, Needs Assessment, Professional Development Plan and an Achievement Gap Diagnostic that help guide in the analysis of data and planning phase.

This fall the staff participated in MAP analysis conversations either with their PLC or within an Admin team meeting. The data conversations are the reason behind some of the recommendations suggested throughout our CSIP. The CSIP considered a living document, which allows for revisions throughout the year. During the January TWD, we will be presenting the CSIP to the staff to reflect on the strategies and activities mentioned. If revisions are made, the CSIP will be discussed again during our January meeting.

RECOMMENDATION: Review the information and recommendations provided by the CSIP. After discussion, approve the 2020-2021 CSIP plan for La Grange Elementary School.

# Comprehensive School Improvement Plan (CSIP)

## Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

## Operational Definitions

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#) [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

# Requirements for Building an Improvement Plan

There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.

Proficiency Goal

Goal 1: To increase the proficiency rate of students in Reading and Math as follows:

Reading- (3rd-5th) from 48.5% in 2020 to 74.3% by June of 2030

Math- (3rd-5th) from 44.1% in 2020 to 72% by 2030

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
-----------	----------	------------	--------------------	---------------------	---------

<p>Objective 1: Improve the % of students at proficiency in Reading from 48.5% based on 18-19 KPREP data to 55.3% by June 2021.</p>	<p>KCWP 4: Review, Analyze and Apply Data through an established system for examining and interpreting all of the data (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success in literacy</p>	<p>KCWP 4: Develop a progress monitoring system based on Equipped for Reading (K-1) to monitor standards mastery for each student. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Develop a tracking system for monitoring student achievement progress by learning targets.</p>	<p>Spring 2021 KPREP scores  If KPREP scores are not available, PAST assessment data, administered three times during the year will be used to measure success.</p>	<p>PAST assessment data, administered three times during the year  Data tracking tool, updated monthly, to compare formative and summative data, using PAST, Running Records, DRA and MAP data for analysis</p>	<p>School funding- Equipped for Reading book - 4 additional copies/\$250  Heggerty Phonemic Awareness- 4 copies/\$350  Title II- Equipped for Reading PD- TBD</p>
	<p>KCWP 2: Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement vocabulary instruction and a system is in place to ensure students take</p>	<p>KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies through a focus <i>Teaching Basic, Advanced, and Academic Vocabulary</i> by Robert J. Marzano.</p>	<p>Spring MAP 2021 Vocabulary/ Reading Assessment</p>	<p>Baseline Data tracked through initial assessment and again in May  Data tracking tool, updated monthly to analyze student growth</p>	<p>School Funding- <i>Teaching Basic, Advanced, and Academic Vocabulary</i> by Robert J.</p>

	responsibility for their own learning.	Phase 1 will include 2-3 teachers, phase 2 will include 2-5th, related arts and special area teachers.		Professional development based on implementation and data tracking	Marzano, 12 copies/\$500 Stipend- two staff to lead PD
Objective 2: Improve the % of students at proficiency in Math from 44.1% based on 18-19 KPREP data to 50.7 by June 2021.	KCWP 2: Design and deliver instruction that ensures teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target	KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery through customized professional development with Great Minds - Eureka Math focused on problem solving and best practices for helping students break apart, comprehend, and solve multi-step problems.	Spring 2021 KPREP Scores	PLC minutes and walk through documents will show K-2 teachers implementing strategies based on decoding part-whole relationships and how to best model the situation through concrete, pictorial, and symbolic representations. In grades 3-5, teachers will be implementing strategies modeling multiplication, division and multi-step problems.	Title II grant- \$6,300 for 2 days, 2 facilitators for K-2 and 3-5
		KCWP 2: Ensure that curricular delivery and assessment measures provide for all pertinent information needs for	Spring 2021 KPREP Scores	Pre Module assessments, given prior to each unit, to identify a student's last point of success with the curriculum.	Title II grant- \$625 for PD

		students through Eureka Equip.		Supporting lessons and fluency activities will be provided and monitored to help close those knowledge gaps, and pacing guidance to keep instruction on schedule.	\$3,500 Eureka Equip assessment for all 2-5 students
		KCWP 2: Implement formal and informal processes with Simple Solution math that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Spring 2021 KPREP Scores	Grade level Simple Solutions will be administered weekly and data will be monitored regularly during PLC weekly meetings. Students will chart growth and establish goals.	Funding Source: TBD \$6500

1. Separate Academic Indicator

Goal 2: To increase the proficiency rate of students in Social Studies from 45.6% in 2019 to 73% by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
-----------	----------	------------	--------------------	---------------------	---------

Objective: Improve the % of students at proficiency in Social Studies from 45.6% in 2019 to 50.6% by June 2021.	KCWP 1: Design and Deploy Standards in Social Studies: assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.	KCWP1: Increase collaboration in deconstructing standards and developing congruent learning targets. K - 5 Teachers participate in 6 hour Social Studies Standards Curriculum Roll-Out Professional Development.	2021 KPREP Scores  If KPREP scores are not available, Summative Assessment data, administered at the end of each unit of study will be used to measure success.	PLC agendas showing the focus and timeframe of the curricular work.	No Funding Required
		KCWP: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at Social Studies standards mastery: Design curriculum maps, pacing guides and revise Social Studies units of study	2022 KPREP Scores  If KPREP scores are not available, Summative Assessment data, administered at the end of each unit of study will be used to measure success.	Curriculum design and planning professional development during the summer of 2021	No Funding Required

<p>Objective 2: Reduce the % of students scoring novice in Social Studies from 16.2 in 2019 to 14.2% by June 2021.</p>	<p>KCWP 4: Review, Analyze and Apply Data through an established system for examining and interpreting all of the data (e.g., formative, summative, and interim assessment data) in order to determine priorities for individual student success in social studies.</p>	<p>KCWP 4: Develop a progress monitoring system based on new social studies standards to monitor standards mastery for each student. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Develop a tracking system for monitoring student achievement progress by learning targets.</p>	<p>2022 KPREP Scores</p> <p>If KPREP scores are not available, Summative Assessment data, administered at the end of each unit of study will be used to measure success.</p>	<p>Summative Assessment data, administered at the end of each unit of study</p> <p>PLC data tracking tool, updated monthly, to compare formative and summative data</p>	<p>No Funding Required</p>
------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------

## 2. Achievement Gap

Goal 3: To close the achievement gap of English Language Learners in reading and students of poverty in math according to KPREP 2030. %

P/D	Reading		Math		
	From	To	From	To	
EL/Monitored	28.6	64.3	---	---	
Poverty	---	---	22.9	61.2	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Reduce the achievement gap between English Language Learners and non-EL students in reading from 23.5 in 2019 to 15 by 2021.</p>	<p>KCWP 5: Design, Align, Deliver Support Processes - A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>KCWP 5: Design, Align, Deliver Support Processes - Practice: Identify curricular modifications needs using pre-assessment strategies, and use of data results to frontload concepts where high levels of below proficient skills are identified. Identify and monitor during PLC data conversations, students who are performing below proficiency.</p>	<p>KPREP / Spring MAP 2021 &amp; Summative Reading Assessments</p>	<p>Data tracking tool, updated monthly to analyze student growth</p>	<p>No Funding Required</p>

	<p>KCWP 2: Design and Deliver - Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom.</p>	<p>KCWP 2: Design and Deliver - Systems of collaboration are in place in order to meet the Tier I. English Language Co-teacher collaborates with general education teachers in the area of reading based <u>Co-Teach!</u> By Marilyn Friend</p>	<p>KPREP / Spring MAP 2021 &amp; Summative Reading Assessments</p>	<p>Co-teach walk through data will be used to evaluate the use of co-teaching strategies from summer 2020 professional development.</p>	<p>No Funding Required</p>
<p>Objective 2: Increase MAP math conditional growth for students of poverty from 35%ile (Fall 2020) to 64%ile (Spring 2021).</p>	<p>KCWP 5: Ensure appropriate academic interventions are in place to meet the needs of all students and data points inform modification to curriculum and instructional practices.</p>	<p>KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery through customized professional development with Eureka Math Equipped (EME) - adaptive diagnostic assessment. Teachers will learn how to support grade-level work with students by leveraging</p>	<p>Math MAP 2021 KPREP 2022</p>	<p>PLC minutes and walk through documents will show 2 - 5 teachers using strategies &amp; Eureka tools to fill student gaps in understanding and correct misconceptions (Math Clinics)</p>	<p>Title II grant-\$625 for PD</p>

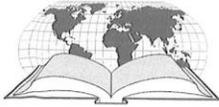
		<p><i>Eureka Math</i> products to navigate gaps and misconceptions for Grades 2–5 that have arisen from prior unfinished learning.</p>			
		<p>KCWP 5: Design, Align, Deliver Support Processes - Practice: Use data provided by EME adaptive diagnostic assessment to create membership and instructional focus for 2 - 5 grade math clinics. PLCs will dedicate 20 - 30 minute block each day for Math Clinics in which students receive an additional layer of support in the area of mathematics.</p>	<p>Math MAP 2021 KPREP 2022</p>	<p>EME produced student data and PLC minutes of discussion and use of data to form daily Math Clinics. Clinic time will be used to fill student gaps in understanding and correct misconceptions.</p>	<p>Title II grant-\$3,500 Eureka Equip assessment for all 2-5 students</p>

Goal 4: To increase the growth rate of students in reading and math (TOTAL) follows: from 60.4% to 2020 to 80.4% by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Improve Total Growth rate of students in reading in K-3rd based on DRA National Norms from</p> <p>K: 4</p> <p>1st: 16</p> <p>2nd: 28</p> <p>3rd: 40</p>	<p>KCWP 3: review, analyze and apply data so teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling).</p>	<p>KCWP 4: Develop a tracking system for monitoring of student achievement progress by learning target and include an element that allows for student self-monitoring</p> <p>(K-3 and Academy teachers)</p>	<p>Spring 2021 DRA</p>	<p>Monthly running record data updates and individualized student goal sheets</p>	<p>No funding required</p>
		<p>Provide professional learning to Academy teaching staff to ensure they understand how to individualize their instruction based on their data results.</p> <p>(K-3 and Academy teachers)</p>	<p>Walk-through data</p> <p>Video lesson discussions</p> <p>Staff Reflective Survey</p>	<p>Professional development based on teacher need and embedded mentor classroom walk-throughs</p>	

<p>Objective 2: Improve Total Growth of students in math from 60.4% according to 2018-19 data to 63.4% by 2021.</p>	<p>KCWP 5: Ensure appropriate academic interventions are in place to meet the needs of all students and data points inform modification to curriculum and instructional practices.</p>	<p>KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery through customized professional development with Great Minds - Eureka Math focused on problem solving and best practices for helping students break apart, comprehend, and solve multi-step problems.</p>	<p>Spring 2022 MAP scores based on conditional growth</p>	<p>PLC minutes and walk through documents will show K-2 teachers implementing strategies based on decoding part-whole relationships and how to best model the situation through concrete, pictorial, and symbolic representations. In grades 3-5, teachers will be implementing strategies modeling multiplication, division and multi-step problems.</p>	
	<p>KCWP 5: Data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning.</p>	<p>KCWP 5: Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures and utilize data wise questions to evaluate the current state of student progress. (Data wise</p>	<p>Spring 2022 MAP scores based on conditional growth</p>	<p>PLC minutes reflect identified students</p>	<p>Title I funds-\$45,000</p>

	questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school/district improvement?)			
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--



**Oldham**  
COUNTY SCHOOLS

*Continuing the Tradition of Excellence*

DATE: October 30, 2020  
TO: LaGrange Elementary School Employees and Parents  
FROM: Brent Bohannon, Director of Facilities Management  
SUBJECT: Asbestos Notification

This notice is being issued to you in order for the Oldham County Board of Education to be in compliance with the United States Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA) regulation relating to the availability of the Asbestos Management Plan for your school.

The Asbestos Management Plan is available for your review in either the school's administrative office or the administrative offices of the Oldham County Board of Education.

Please be advised that the Management Plan indicates that there are NO known asbestos containing materials present in your building.

If you have any questions, you may contact me at 241-3514, ext. 108.